DOCUMENT RESUME

ED 243 302 FL 014 288

AUTHOR McGuinness, Karen Lee; Edwards, J. David
TITLE Influence, Effectiveness and Language Policy: A Political Action Workshop.
INSTITUTION Joint National Committee for Languages, Washington, DC.
PUB DATE 81
NOTE 16p.; Prepared for the Council for Languages and Other International Studies. Developed for TESOL's (Teachers of English to Speakers of Other Languages) Summer Institute (New York, NY, July 24-26, 1981).
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Activism; *Educational Policy; Legislation; Networks; *Politics; *Power Structure; *Public Policy; *Second Language Instruction

ABSTRACT

A model is provided for a political action workshop to educate individuals in the political process and productive participation. The workshop begins with a quiz designed to make the participant recognize the inadequacy of his political involvement and of political involvement in the country in general. A segment on the legislative and policy process includes an outline of the development of a piece of legislation, discussion of the political nature of the process, study of the budget process, and examination of other impact points, such as appointments, regulations, and elections. An exercise follows that has participants analyze a specific piece of legislation, examine the importance and effects of mail in the process, and write a letter intended to influence the course of the legislation. A segment on affecting legislation considers the roles of these elements: information, action, organization, knowledge, and involvement. A concluding, organizational segment on building a network discusses identifying specific political needs, looking at the record, building networks, and beginning action. In this stage, participants are encouraged to make specific commitments to action. Worksheets for various segments of the workshop are appended. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED243302

INFLUENCE, EFFECTIVENESS AND LANGUAGE POLICY: A POLITICAL ACTION WORKSHOP

by
Karen Lee McGuinness
J. David Edwards

for
THE JOINT NATIONAL COMMITTEE FOR LANGUAGES
THE COUNCIL FOR LANGUAGES AND OTHER INTERNATIONAL STUDIES

FL014288

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. David Edwards

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Typeset by the American Council on the Teaching of Foreign Languages, Inc.

CONTENTS

I. Political Awareness/Involvement 5

II. Legislative/Policy Process 5
- A. How Legislation Works
- B. Political Nature of the Process
- C. Budget Process
- D. Other Impact Points
  - 1. Appointments
  - 2. Regulations
  - 3. Elections

III. Specific Legislation: An Exercise 6
- A. Analyzing a Bill
- B. Importance and Effect of Mail
- C. Writing the Letter

IV. Affecting Legislation 7
- A. Information
- B. Action
- C. Organization
- D. Knowledge
- E. Involvement

V. Building a Network 8
- A. Identifying Needs
- B. Look at the Record
- C. Grassroots Organizing
- D. Building Networks
- E. Time for Action

Worksheets 9

Appendix A 15

Appendix B 16

This workshop was conceived and developed for TESOL's Summer Institute, Teachers College, Columbia University, July 24-26, 1981.

The authors wish to gratefully acknowledge the assistance and support of the Committee on Socio-Political Concerns, particularly Jeanette Macero and Deidre Kramer.

POLITICAL ACTION WORKSHOP

The essence of democratic government is participation, which is the duty not only of citizens but of organizations. Individual political action legitimizes our system of representation, forging a partnership among citizens, organizations, legislators and policy-makers.

If we are to have policies and legislation that are important to us, we must actively pursue them. This political workshop will prepare us, as individuals, to fulfill our civic responsibility, and it will assist the organization in collectively influencing the policy-making process. Ignorance of the political process can no longer serve as an excuse for non-involvement. We must commit ourselves to action. It is our hope that this workshop will provide some of the basic mechanics as well as stimulate ideas to facilitate this commitment.

This workshop, as with any workshop, is intended to serve as a model and should be adapted and modified as necessary to fit the needs and personality of the group and coordinator(s). The authors readily admit its shortcomings and limitations, but we have tried to allow for sufficient flexibility so they can be offset by your creativity and innovation. Your mission, should you choose to accept it, is to develop political awareness. Should we neglect the assignment, our system will self-destruct.

I. Political Awareness/Involvement

Distribute and ask participants to take quiz. (Worksheet #1)

The quiz is designed to make the respondent recognize the inadequacy of his political involvement and recognize the slight nature of political involvement in this country in general. It follows that, should he choose to become involved, he can influence the system. This awareness must be harnessed into action – the aim of this workshop. Begin by demonstrating with the following statistics that low scores are the norm. For example, anyone who checked:

- the first two items is more active than 45-50% of the population.
- the third item, more than 70-80% of the population.
- the next six, more than 85-90%.
- the last three, more than 95-98%.

Those last items are marked only by the 2-5% known in the literature as "opinion makers" or "decision-making elites." These people make things happen because they know *how* to make things happen.

The exercise is intended to demonstrate that involvement by its very nature creates effectiveness, and that it is enhanced by awareness and information. To generate involvement and to be well-versed on not just issues, but the process (and mechanics), is to be effective. The process and mechanics are the focus of this workshop.

The actual results of the quiz (who checked all of them?) may be discussed either specifically or generally. It is useful as a means to assess the political awareness of the group. Answers to Number 12 (other) may provide some valuable suggestions for additional types of political involvement (lectures, candidate coffees, organizing rallies, etc.).

II. Legislative/Policy Process

A. How Legislation Works. There are approximately 25 steps in the process, and each is potentially fatal. Over 30,000 pieces of legislation are introduced annually; less than 2,000 pass. Most of these are not new or original laws.

It is much easier to defeat legislation than to pass it. Here, the language community faces more indifference than hostility, although bilingual has some opponents. Thus, it is partially a matter of wooing congressional advocates to the cause. There are some obvious allies (Reps. Simon and Panetta), but others must be sought and convinced to protect our legislation, particularly in funding.

"How a Bill Becomes a Law," the accompanying worksheet for this section, outlines the process. Review it with the group. For more particulars, see the Senate document, *Enactment of a Law*. This section requires a bit of homework since you are interested in providing the group with a sufficient (but not necessarily overwhelming) knowledge of the mechanics.

It might be useful here to note the existence and functions of The Council for Languages and Other International Studies (CLOIS) as the legislative monitor for the JNCL. It is responsible for keeping the member organizations informed, moving legislation if it stops, or finding alternate directions for it. Friends and sponsors on the Hill must be cultivated, headcounts tallied, pressure points identified. Organizations must be alerted for action, i.e., to contact their Members of Congress in the case of swing votes.

B. Political Nature of the Process. The major factor to keep in mind is the political nature of the process. Words like voter and constituent are much more important than rescission, conferencing, or slip law. The major task every congressman faces is reelection. Most spend over 50% of their time on constituent needs, and some refuse to see almost anyone but constituents. Consequently, the most significant contact is your congressman. This is the overriding given.

Beyond this, Members of Congress vote conscience, leadership, knowledge, information, or trade-offs. We need to be aware of what the trade-offs are and where allegiances lie.

In this entire section on process, do not allow the group to forget that the process is political. Keep stressing this in any discussion that develops.

C. Budget Process. It deserves to be mentioned because of recent changes, but may be skipped if its complexity might only create confusion.

Reconciliation represents a radical shift in the traditional pattern of legislative funding. The budget is a political and evolutionary process, not operating as its authors (Bolling, et.al.) intended. The original intent was to establish limits and parameters on governmental spending. But with a consenting Congress and an overpowering OMB, the traditional power bases (committees and the

chairmen) have been overridden. Tax cuts that drastically shrink the government's revenue base suggest more rounds of budget cutting in the future.

Consult your latest CLOIS update for the legislative status of language and international studies programs and use them as examples in explaining the process. For more information, see *The Congressional Budget Process: A General Explanation.*

D. Other Impact Points.

1. **Appointments** are very important because they implement legislation. Much enforcing is legislating, e.g., the withdrawal of the LAU regulations. The direction of policy is determined by the individuals both elected and appointed to office. To have influence here, organizations can often suggest names for positions and defend their suggestions. Suggestions (and opposition) should be noted early, however, since confirmation hearings are usually too late. Again, the political nature of the exercise must be emphasized. For example, among the recent appointments are many former campaign workers, and it is a place where debts are repaid.
2. **Regulations.** Much legislation is broad-based and of the "ought" variety. It is fleshed out by the appropriate agency with regulations, which interpret the intent of Congress. Agencies are required by law to ask for public input; some even hold hearings. Calls for input and closing dates are published in the *Federal Register.*

   To miss shaping regulations is to pass up a real chance to be effective, particularly since expertise is the one real area where our influence is significant. (Here we can compete with big money and big numbers.) Call the agencies and talk to people there. Establish a relationship that will enable you to be informed as to when and how to contribute. Our opinions are valuable and taken seriously, and it is a very vital way to effect policy.
3. **Elections.** One reason letters are so effective and legislators are so attuned to constituent mail is that anyone who will take the time to write a letter will also take the time to vote. Real effectiveness is working the lower portion of the quiz. It is having an impact on who runs and how well they do. It is finding a candidate who supports your issues and supporting him. It is also making the candidates take a stand on the issue. Ask questions and demand responses.

   Since the process involves getting elected and staying elected, if you can effect this, you have more than just influence, you have power. However, don't ever *threaten.* Here, we would be wise to follow a simple rule of thumb: "If you need to threaten you don't have the votes; if you have the votes you don't need to threaten."

III. Specific Legislation: An Exercise

The intention of this section is to have the group analyze a specific piece of legislation that is relevant to them and then to actually write a letter intended to influence the course of the legislation.

A. Analyzing a Bill

Select a specific piece of legislation. See Appendices for a model of suggestions, content, and strategies. Consult the CLOIS Legislative Update for an analysis of progress. The workshop coordinator(s) should acquire a copy of the legislation and provide an updated summary comparable to those presented in the Appendices for the group.

Describe the bill and engage the group in pro/con arguments on its merits/flaws.

Encourage the sharing of specific experiences relevant to the bill's defense, including (and especially) data and information that legislators might not have. Discuss, as well, any opposition to the bill.

Solicit any changes in language or intent that would improve the legislation for the purposes of the group.

All of the above steps are to be put on newsprint in front of the group. Leave this material on the wall or somewhere visible since you will come back to it in Part C.

B. The Importance and Effect of Mail

Walk through the "Tips for Effective Letter Writing" (Worksheet #3) with the group, specifically noting some of the following:

Contrary to public skepticism, the letter from the constituent carries considerable weight in the congressional office. Most are answered personally by staff members unless the issue is a popular one, in which case the member's position is outlined in a form letter. Tallies are kept and these sometimes determine the congressman's vote. Letters from home are the members' means of measuring the heartbeat of the district.

Mailgrams are inexpensive and effective. They are often read by the congressman himself. Another virtue is that they can be followed by long fact-filled arguments, after you have made your case succinctly and promptly. (Urgency is often the real impetus for mailgrams.)

There is some debate surrounding the mentioning of membership in an organization. If the group has partisan connections, and the member is of another party, obviously it is better omitted. Similarly, membership in an organization whose expressed purpose is lobbying might detract from your personal conviction. Use discretion before mentioning your group; be aware of its associations.

Letters to chairmen or other committee members are not futile, but they will be forwarded to your own representative. *Real* clout lies always with the constituent.

In his book *The Tongue Tied American,* Representative Simon notes, "No one should underestimate

the power that a simple letter has. If every member of Congress and every state legislator received just ten letters from people in their districts, and every school board member received five, change would quickly result."

C. Writing the Letter

You have discussed the legislation and have the pros, cons, and examples on newsprint in front of the group. You have reviewed the mechanics of letter writing. Now, give participants paper and pens, if necessary, and take 15 minutes for them to write a cogent, concise letter to their congressmen (or the appropriate chairmen or committee members).

For a real sense of accomplishment, have stamped envelopes on hand so that the letters can be a tangible product of this workshop.

IV. Affecting Legislation

Work through the outline (Worksheet #4) backwards, from effectiveness to involvement.

A. Information is the one area where we can compete with the organizations that have money and numbers. The education community has expertise (familiarity with the programs, how they work, and data).

Legislators rely on various sources for information: leadership, colleagues, lobbies, hearings, staff, and constituents. Some are experts themselvs. Information is our *clout.* It needs to be coupled with *action* to convey the information, *organization* to spread the message, and knowledge of the impact points and persons.

B. Action: Some examples of action follow. The group will probably be able to suggest others.

1. Vote. The essence of the democratic process is the simplest of actions. It is important to know the voting records of friends and enemies on the Hill and to inform others. It is equally important to remember that organizations (like nations) have no permanent friends or permanent enemies. Ours is a bipartisan issue and should be treated as such.
2. Write, call, send mail or telegrams. Letters were discussed earlier. Phone calls to the local office are easy enough, and the message behind "lots of calls back here" is transmitted to the legislator. Local offices exist to keep in touch with the views back home. Use them to register your views and also as a source of information. Don't hesitate to ask for copies of a bill or a progress report.

   If you have met the legislator, use that as telephone access. But do not hesitate to talk to staff. They are often just as valuable since they do the briefing and research.
3. Visit. Personal meetings at the local office can be arranged during recess. Go in a group and be sure to leave something readable behind. Invite the congressman to speak on campuses or at local school board meetings, but promise (and deliver) publicity, news coverage, and numbers.
4. Sponsor political coffees with candidates of your liking to introduce them to members of the community.
5. Seek and offer commitment. Campaigns offer grassroots political involvement. Work for the candidate committed to your issues, or suggest that he adopt them for his platform. Get your members involved, but keep your organization non-partisan.
6. Generate the issue with editorials, letters to the editor, public service announcements, etc.

C. Organization

Numbers and an ability to act are crucial to our effectiveness. Most legislation moves quickly when it moves so we need to be able to generate action rapidly.

The division of labor is important. There is a professional staff in Washington providing representation and communication, but its effectiveness is contingent upon well-organized networks. CLOIS, the legislative monitor for the members of the JNCL, keeps the member organizations informed about the status of legislation, policies, or budget priorities. This information is channeled through the organizational networks. State or regional affiliates need legislative chairs familiar with the process and specific legislation. The telephone is indispensable, and local telephone trees facilitate the transmission of urgent calls for action.

D. Knowledge

Here we refer not to information or substantive expertise, but rather a knowledge of *how* to convey that expertise in an effective fashion. It is necessary to know how to write a letter, how to organize, how to determine where legislation is and what its chances are.

You can rely on JNCL's professional staff for updates which summarize relevant bills, discuss their status, and project future directions and strategies. But you also need individuals with knowledge of the political and legislative process. This will ensure efficiency in responding to national changes, and it will enhance your effectiveness in influencing local policies.

Know where to input:

1. Personal meetings with the legislator. Your opinion is valuable so go prepared. Take little of his time, record notes later, and follow up. Secure a commitment from him, if at all possible.
2. Hearings. Offer to give testimony, and do your homework.

Keep records on your legislators and compile them in a resource file. Know where they stand on the issues; know which are important to them, e.g., foreign languages for education, international understanding, national security, or economic competitiveness; know who/what influences them – convictions or groups (league, chamber of commerce, union). Know what they will compromise, always keeping the political nature of the process in mind. Mutual respect is

also important. Our legislators are by and large hard-working individuals. **Be honest, accurate, and dependable sources of information for them.**

The bibliography (Worksheet #5) explains other sources of information for tracking legislation and understanding Congress. You might spend a few minutes discussing any of these or other citizen action guides you consider useful.

E. Involvement

The bottom line for any group to be effective is involvement. Generate support and involvement by recruitment, networking, and community outreach. See what other organizations are doing that affects foreign languages and other international studies. Expand your advocacy group by suggesting that they adopt a position on the issue. (Both AFT and NEA have strong resolutions in support of foreign languages and international studies.) Invite community leaders to meetings and follow up. Increase their awareness of the issue and gain their support.

Networking and building grassroots support takes work, but it pays off. It is important to avoid building paper networks. Numbers count, but they are only meaningful with commitment and knowledge.

V. Building a Network

This is the organizational stage of this workshop. It should most likely be conducted as a discussion and brainstorming session with ideas and suggestions being put on newsprint. This segment is intended to identify what needs to be done, what is being done, how to do more and specifically who will do what. Do not allow the group to adjourn without getting specific commitments to action.

A. Identifying Needs. Discuss the specific needs of your organization. What are your objectives for political action? How do your needs mesh with those of other groups? Who are your logical and potential allies? (If you have time, engage in a goal-setting exercise.)

B. Look at the Record. Discuss what has been done, what is being done, and what needs to be done. Is there a national newsletter for your organization, do you have one for the affiliate? What political activities has your organization engaged in and how have they been handled?

C. Building Networks. Organize the core group, with membership, name, treasury, and officers. Appoint a committee for outreach and announce meetings. Use the media (public service announcements, columns, editorials) to create an image that you exist and are active. Seek out other groups and set up joint meetings, joint committees on specific issues, joint political awareness activities, like trips to city hall or the state capitol, voter registration drives, etc. Expand your advocacy group to include local leadership. The resource identification forms (Worksheet #6) will facilitate this task since they demonstrate community outreach. Participants should complete these forms and keep them for their resource files.

See ACTFL's "Building Community Support for Foreign Languages" for more ideas.

D. Time for Action.

Identify specific actions that can be taken by the group or individuals. Where it is appropriate, ask for volunteers and create ways to follow up on actions. This is only a very partial list.

1. Organize committee or appoint legislative chair.
2. Get on mailing lists.
3. Plan, publicize and invite a good speaker or speakers for one meeting, at least, that is specifically political in intent.
4. Make a list and contact other groups; include specific names and telephone numbers.
5. Identify access points to community leadership.
6. Mail the letters and write more.
7. Start following legislation and ways to act on it.
8. Set up a telephone tree.
9. Attract media attention.
10. Contact your school board and see what the budget cuts will mean to your program.
11. Write the governor or mayor to see if international advisers are being considered for your city and state.
12. Plan a culture fair.

WORKSHEET #1

POLITICAL ACTION RATING

A CHECKLIST OF POLITICAL OPPORTUNITIES	CHECK WHAT YOU DID IN THE LAST YEAR
1. Read a newspaper regularly	
2. Vote in a regular election	
3. Vote in a primary election	
4. Contribute money to a party or candidate	
5. Attend City Council meeting	
6. Do volunteer work for a candidate	
7. Write a letter to the editor of your local newspaper	
8. Write or visit your Senator or Representative	
9. Work at polls on election day	
10. Attend precinct, ward, city, county, or state political conventions	
11. Serve on a campaign committee	
12. _____ (Anything you did which is not listed above)	

WORKSHEET #2

HOW A BILL BECOMES A LAW

- Bill introduced in either house
- Assigned a number: S._____ in the Senate or H.R._____ in the House
- Referred to full committee with jurisdiction
- Referred to appropriate subcommittee for report
  - executive comment requested
  - public hearings
  - "mark-up" session (changes made in the text)
- Subcommittee reports favorable recommendation with or without amendments or tables the measure
- Reviewed by full committee
- Full committee votes to approve with or without amendments or to table it
- In the House a bill must come before the Rules Committee before reaching the floor (the Rules Committee determines the order in which bills are to be considered by the House, if there will be debate, how much debate, and if amendments can be proposed).
- On the floor, a bill can be passed, amended, defeated, or sent back to the committee of origin.
- A bill passed by one house (technically, an Act) must repeat the process in the other house, although similar measures are often considered by both bodies simultaneously.
- Differences between the two versions are reconciled in conference.
- After agreement by both houses, an Act is signed into Public Law by the President subject to veto.
- An Act vetoed by the President may be overridden by a two-thirds majority in both houses.

WORKSHEET #3

TIPS FOR EFFECTIVE LETTER WRITING

Address your senator or representative properly.

The Honorable _____
U.S. Senate
Washington, D.C. 20510

Dear Senator _____:

The Honorable _____
U.S. House of Representatives
Washington, D.C. 20515

Dear Representative _____:

Type or write legibly.

Be brief and to the point, identify a bill by number or title and discuss only one issue per letter.

Use your own words and your own stationery.

Include your address and sign your name legibly.

Be courteous and reasonable.

Write to say you approve, not just to complain or oppose.

Include pertinent editorials from local papers.

Share your specialized knowledge on a particular issue.

Ask the legislator to explain his position on the issue.

Make your letter timely.

Write the chair or members of a committee holding hearings on legislation in which you are interested.

DON'T rely on form letters or preprinted postcards.

DON'T be rude or threatening.

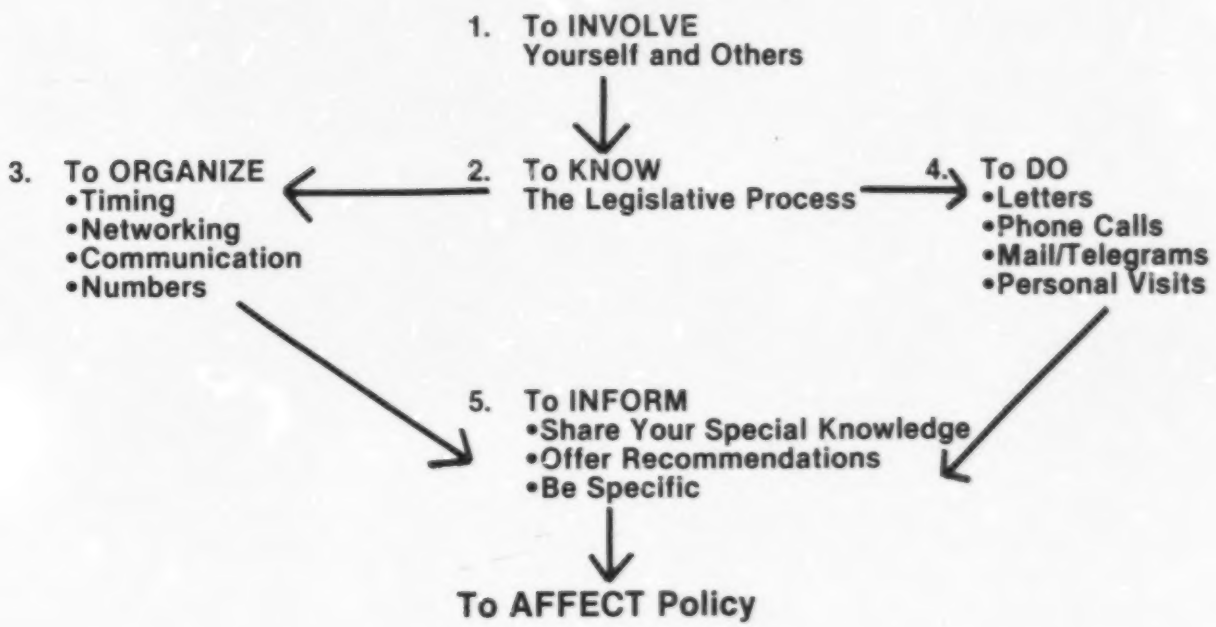
DON'T be vague.

DON'T expect a response from a member from another district or state.

DON'T underestimate the potential impact of *your* letter.

WORKSHEET #4

To AFFECT Policy: Steps in the Impact Process



The IMPACT Equation:

EFFECTIVENESS = INFORMATION + ACTION + ORGANIZATION + KNOWLEDGE + INVOLVEMENT

WORKSHEET #5

USEFUL REFERENCES

CITIZEN ACTION GUIDES

1. Alderson, George and Everett Sentman. *How You Can Influence Congress: The Complete Handbook For The Citizen Lobbyist.* New York: E.P. Dutton, 1979.
2. deKieffer, Donald E. *How To Lobby Congress: A Guide For The Citizen Lobbyist.* New York: Dodd & Mead, 1981.

TOOLS FOR TRACKING LEGISLATION

3. *Congressional Record.* Official record of proceedings and debates of Congress. Published daily when Congress is in session.
4. *Congressional Quarterly Weekly Report.* In-depth issue reports on congressional activities and to a lesser extent, presidential programs; includes roll call votes.
5. *National Journal.* Weekly coverage of congressional and executive activities and programs, with greater emphasis on the executive branch and national politics.

GUIDES TO CONGRESS

6. *Almanac of American Politics.* Includes biographies, committee assignments, voting records, group ratings and election results for senators and representatives. Also gives demographic, economic, and political data on their states and districts. Issued biennially.
7. *Congressional Directory.* Gives biographies of senators and representatives and lists their committee assignments, the cabinet level and independent agencies, the judiciary, international organizations, foreign diplomats, the press, and maps of congressional districts. Issued for each congress.
8. *U.S. Congress Handbook.* Features members' pictures, biographies, committee assignments, and state delegations. Issued annually.

SOURCE GUIDES

9. U.S. Government Manual. "The Official Federal Government Handbook." Does for the executive branch what the *Congressional Directory* does for the legislative branch. Lists agency personnel, functions, offices and substantive concerns. Issued annually.
10. *Washington Information Directory.* Categorizes information sources in Congress, the executive branch and private associations by subject; includes bibliographies. Issued annually.

WORKSHEET #6

RESOURCE IDENTIFICATION

Name of Source_____
Telephone #_____

Identify *all possible contacts* and resources who might be willing to:

- directly educate Members of Congress by visits to Hill offices when in Washington
- independently (or in delegation) visit district offices when Members are at home
- respond to special requests for phone calls or letters of support to particular legislators
- sign on to position papers or group letters, provide press, special event PR, coverage in their publication, or contacts into other useful spheres.
- serve as resource (for staff) on foreign languages, English as a second language and bilingual education.

Connections and Affiliations: In order to use these resources correctly, the rationale for their identification has to be understood and their "clout" assessed. *Who* are they and *why* are they valuable to our programs.

Expertise and Usage: Specifically, what ESL, bilingual, foreign language and international issues and concerns would they be qualified and willing to address? Where? When? Under what conditions?

Point of Contact: Who should contact the individual and in what fashion? May the individual be contacted directly by anyone in the affiliate, *only* by original source, or in some other manner.

Examples:

- •ESL, Bilingual & Foreign Language Experts
- •Peace Corps Volunteers
- •Business Leaders
- •Political Supporters – Federal, State or Local
- •Others: Organization, Community and Church Leaders, Press, etc.

NAME	ADDRESS	TELEPHONE NUMBER	CONNECTIONS & AFFILIATIONS	EXPERTISE & USAGE	POINT OF CONTACT

Return form to _____
_____
_____

Workshop Appendix A. **Specific Legislation** – May 1982

HR 3231 — National Security and Economic Growth Through Foreign Language Improvement Act.

Sponsor: — Rep. Paul Simon, D-IL, chair, Subcommittee on Post-Secondary Education

Digest: — $87 million in grants to educational institutions to improve and expand foreign language study.

a. Section 2 provides $10 million in grants to state educational agencies to fund model programs at the elementary and secondary level.

b. Section 3 provides $4 million for model programs to commence, improve, or expand foreign language study at community and junior colleges.

c. Section 4 provides $13 million to post-secondary institutions to reimburse part of the costs of providing foreign language instruction on a per capita basis, $30 per student, with extra subsidies for study beyond the second year or study of the less commonly taught languages.

d. Section 5 provides $60 million to post-secondary institutions which require 2 years of foreign language study for graduation.

Status: — Hearings held 14 and 15 July 1981 with strong advocacy by State, intelligence and military representatives. On the Union calendar, no. 202. Amended by the subcommittee on post-secondary education to include Section 3 and reported favorably by the Education and Labor Committee (21-9) in late October. The floor vote awaits scheduling by the Rules Committee.

S. 1817, the Senate counterpart, was introduced by Patrick Moynihan, D-NY, on 5 November. It remains in the Committee on Labor and Human Resources where it will facilitate the creation of a public law if the House bill passes.

Projection: — Our count shows a House divided, with more supporters than opponents, but a significant number of undecideds. Most agree with the philosophical argument of the bill, but oppose authorizing new monies in these times of fiscal austerity.

Strategy: — All representatives should be contacted by consituents before the floor vote, especially those undecided or with wavering support.

Workshop Appendix B. **Specific Legislation** – May 1982

H.R. 5738

A bill to improve the translation and interpretation services available to the United States Government by providing for the establishment within the Department of State of a Bureau of Language Services, to be headed by an Assistant Secretary.

Sponsor:

Rep. Leon Panetta, D-CA. Co-sponsored by Rep. Paul Simon, D-IL.

Digest:

The Assistant Secretary to head the Bureau of Language Services shall be responsible for:

1. improving the translation and interpretation services available to the President, the Department of State, and the Foreign Service.
2. providing a clearinghouse for the collection and dissemination of information on translation and interpretation services, including the availability of linguists, among all government agencies.
3. emphasizing the importance of foreign language skills to United States economic and diplomatic objectives, and promoting the study of strategic languages by enhancing the role of foreign language specialists in the U.S. Government.
4. avoiding duplication of work, and promoting the use of uniform methods of translation by the various government agencies which engage in translation activities.

Status:

Introduced 4 May 1982, the bill has been referred to the International Operations Subcommittee of the House Foreign Affairs Committee, Rep. Dante B. Fascell, D-FL, Chair. No hearings scheduled.

Projection:

This bill is a modest attempt by its sponsor to redress the historical indifference shown foreign language study. H.R. 5738 will elevate the status of languages and establish a prominent career path for linguists within the government. Rep. Panetta describes it as a first step toward correcting the nation's scandalous incompetence in foreign languages. It is achievable legislation, especially because it can be tacked onto some larger issues, like authorization or appropriations bills.

Strategy:

A clause in the bill sets 1 October 1982 as the effective date for this structural change. To meet that target, the pressure points are Rep. Dante B. Fascell, responsible for the bill in subcommittee, and Reps. Panetta and Simon, who are now soliciting co-sponsors. Constituent support should be mobilized to alert all Members of Congress to this legislative initiative to promote foreign language study.